

WHAT MAKES WASHINGTON UNIQUE? UNIT 1: OLMSTED PARK AND BOULEVARD SYSTEM



Volunteer Park, circa 1912. [Courtesy Museum of History & Industry.](#)

What are the special geographic characteristics of the different regions of Washington State?

What are the special geographic characteristics of the SR 520 corridor region?

Which characteristics of the natural environment of Washington did Olmsted identify as most unique and important to emphasize when creating a park and boulevard system for Seattle?

UNIT 1: OLMSTED PARK AND BOULEVARD SYSTEM

PRIMARY OBJECTIVES OF THIS UNIT

To provide reliable non-fiction materials, educational resources, and primary and secondary resources that will help students to:

- understand the difference between natural resources/attractions and man-made resources/attractions.
- identify unique natural and human-made resources in Washington State and King County.
- learn about the development of Seattle's Olmsted Parks.

STUDENT ACTIVITIES

- Students will read (or listen to) recommended HistoryLink.org essays and SR520 History web pages and participate in directed class discussions.
- Students will identify the difference between natural and human-made resources and attractions, using photos as primary sources.
- Students will identify the natural resources that John C. Olmsted felt were special and unique – those he wanted to build Seattle's parks system around. Students will use letters, reports, and newspaper articles as primary sources.
- Students will identify human-made attractions of this area.
- Students will be encouraged to plan a future city park, to identify both natural and human-made attractions (built since 1915) that should be visible from the new park, and to defend their selections.

MATERIALS INCLUDED

- PHOTOS #1 (Set of photos that include both natural and man-made resources/attractions of Washington State and King County)
- PHOTOS #2 (Set of photos showing views from selected Olmsted Parks in early 1900's and also current views)
- DOCUMENTS #1: OLMSTED DOCUMENTS (letters, reports, and newspaper articles).
- WORKSHEET #2
- ELEMENTARY ESSAY #1

MATERIALS/EQUIPMENT NEEDED

- Computer, Internet access, and overhead projector, or copied sets of primary sources from this lesson.
- Copies of worksheet for each student or small group of students.

TIME MANAGEMENT

- 2-5 class periods

RECOMMENDED GRADE LEVELS:

- Grades 4 and 7

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This map identifies the parks, playfields, and boulevards laid out by landscape designer John Charles Olmsted in his 1903 and 1908 plans for the Seattle Parks Board.

The Olmsted Brothers landscape architecture firm designed parks and boulevards for Seattle. The firm's principal designer in Seattle was John Charles Olmsted, nephew and stepson of the well-known Frederick Law Olmsted, who designed New York City's Central Park.

Olmsted's 1903 master plan laid out a 20-mile-long greensward of parks and boulevards that ran from Seward Park along Lake Washington and across the city via Woodland Park to Discovery Park. Olmsted also designed the grounds of the Alaska-Yukon-Pacific Exposition (on the University of Washington campus) in 1909 and the Highlands subdivision. (The Highlands is a "gated community" on Puget Sound immediately north of the Seattle city limits.) He also is credited with introducing the playground concept to the city.

From *Seattle Parks and Recreation's Historic Resources Plan* (April 2005).
Courtesy Seattle Parks and Recreation.

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Arboretum: a place where trees and plants are grown for scientific and educational purposes

Architect: a person who designs buildings and advises in their construction

Boulevard: a wide avenue often having grass strips with trees along its center or sides

Campus: the grounds and buildings of a university, college, or school

Distinctive: clearly marking a person or a thing as different from others

Exposition: a public exhibition

Human-made: something that has been constructed or built by a human

Intersection: the place or point where two or more things, especially streets, intersect

Landscape: the land that can be seen from one viewpoint

Legacy: something left to a community through someone's work or other activities

Location: a place fit for or having some particular use

Native plant: a plant that lives or grows naturally in a particular region

Perennial: a plant that lives for several years

Rhododendron: a bush that has evergreen leaves and clusters of yellow, white, pink, red, or purple flowers

Scenery: a view or landscape resembling a beautiful painting

Shrub: a plant that has several woody stems and is smaller than most trees

Transportation: the movement of people or goods

Unique: one of a kind

UNIT 1: OLMSTED PARK AND BOULEVARD SYSTEM

SUGGESTED CLASSROOM BASED ASSESSMENT (CBA)

Dig Deep: To be an effective citizen, you need to know how to use evidence from different sources. Using artifacts and primary sources as evidence, you will draw conclusions about a historical question you have been studying in your classroom.

SUGGESTED ACTIVITIES

- Discuss the difference between a natural resource and a human-made resource. Ask students to identify examples of each type of resource or attraction. Use the set of photographs (PHOTOS #1) included in this unit to identify differences.
- Have students read the Elementary Level #1: "Olmsted Parks in Seattle."
- Using the information found in the packet of primary and secondary sources included in this unit (see below), ask students to use WORKSHEET #2 to identify the natural resources that Olmsted felt were most special about this region – those he wanted to build the city parks around. This worksheet also has an activity in which students use a map of Olmsted parks and boulevards (MAP #1) to determine which bodies of water border specific parks, as planned by Olmsted.

RESOURCES:

- Documents: Students will list which specific natural resources Olmsted was referring to in his letters to his wife, in newspaper articles, and in reports (DOCUMENTS #1: OLMSTED DOCUMENTS)
- Photos – Students will look at a group of photos from early Washington and list those natural resources that Olmsted referred to that they see in these photos (PHOTOS #3)
- Maps – Students will use the map showing Olmsted parks and boulevards (MAP #1) to identify which parks border on specific bodies of water in Seattle.
- Look at the map showing the Olmsted park and boulevard system (MAP #1). Is there one located near your school or neighborhood? Ask students if they have visited it or another Olmsted park. Ask them to list the special things that they remember seeing. Ask them to identify which features they think were here in 1903 when Olmsted began his parks project and what they think Olmsted wanted visitors to see and appreciate?
- Discuss what special vistas or scenery students would want to capitalize on if they could pick a site today for a new city park in, including both natural and human-made attractions that make Seattle and Washington unique. Have students write a letter to a friend or relative that describes some of the special sights that would like them to see if they came to visit. Where is one location where they could see most of these natural or human-made attractions? What would be a good name for this park?

UNIT 1: OLMSTED PARK AND BOULEVARD SYSTEM

SUGGESTED CLASSROOM BASED ASSESSMENT (CBA)

Dig Deep: Analyzing Sources: To be an effective citizen, one needs to know the difference between an account based on evidence and an outrageous story. After selecting and exploring a historical question from multiple perspectives, you will take and support a position on the question using primary sources as your evidence.

SUGGESTED ACTIVITIES

- Have students read 520History.org website pages (Olmsted Plan for Parks and Boulevards, Washington Park, Lake Washington Boulevard, Montlake Boulevard, and UW Campus) and HistoryLink.org essays [1124](#) and [3290](#).
- Assign an Olmsted park to individual students or groups of students.
- Have students look at the map of Olmsted parks (MAP #1) and list the natural resources and attractions that could be seen from each park (WORKSHEET #2). Ask students to list the human-made sights and attractions that you might see from this park now. (Students can use PHOTOS #2) Have students determine if development has encroached on the views that Olmsted originally wanted visitors to enjoy from this park. If development has encroached upon it, does it add to or detract from the view from the park?
- Have students write a letter to their city or county representative and express their opinions about the parks they have been assigned. Are they being well-maintained? Are the parks safe? Do they have clean and usable playgrounds or facilities

for youth of your age? Can a visitor still appreciate the beautiful views and natural resources? Students should use two points that they have learned from the Olmsted articles to make their points in the letter. Students may find their representative contact information at the [League of Women Voter's website](#), [seattle.gov](#) or [About King County](#).

- Have students create a plan for a new city park. Discuss what special vistas or scenery students would want to capitalize on if they could pick a site for a new city park today? Include both natural and human-made attractions that make Seattle and Washington unique. Ask students to determine if the values that Olmsted used when he created his original plan would apply to their new park – and to the world today. (For example, will you be able to have unobstructed views and waterfront accessibility? Playground equipment installed without insurance? Free public access to park? Need for security?)
- Students can write a letter to a friend or relative that describes some of the special sights that they would like for them to see if they came to visit. Where is one location a visitor could go to see most of these natural or human-made attractions? What would be a good name for this park? Have students create a poster that would advertise or promote their park or create a web page for the new park.
- Prepare list of resources used to complete these assignments. Include title, author, type of source, date published, and publisher for each source.

UNIT 1: OLMSTED PARK AND BOULEVARD SYSTEM

PRIMARY SOURCES

PHOTOS

- PHOTOS #1– natural geographic characteristics and human-made resources/ attractions of Washington State and Seattle area and set of photos
- PHOTOS #2–views from selected Olmsted Parks in early 1900's and also current views

DOCUMENTS

- DOCUMENTS #1: OLMSTED DOCUMENTS–quotes from Olmsted's letters to his wife, newspaper articles, and reports

MAPS

- MAP #1–map of Olmsted Parks

SECONDARY SOURCES

WASHINGTON: OUR HOME

- Chapter 2 – Geography is the Stage

WASHINGTON: A STATE OF CONTRASTS

- Chapter 2 – The Natural Environment
- Chapter 9 – The Progressive Era and The Twenties 1889-1929

RELEVANT HISTORYLINK.ORG ESSAYS

- **1124** Olmsted Parks in Seattle
- **3290** John Olmsted arrives in Seattle to design city parks on April 30, 1903.
- **3490** Seattle's Washington Park Arboretum is established on December 6, 1934
- **7054** Olmsted Park Plans for Seattle Cybertour
- **8873** Alaska-Yukon-Pacific-Exposition (1909)
- **8939** Regents of the University of Washington approve Olmsted's plan for the A-Y-P-E on May 17, 1907
- **8982** Grading crews finish work on the Rainier Vista on May 1, 1908.
- **10242** Seattle City Council approves establishing Washington Park Arboretum in 1934
- **8985** University Boulevard precursor to Seattle's Montlake Boulevard opens June 1, 1909

- **10186** King County Superior Court approves condemnation of land along proposed route of Lake Washington Ship Canal
- **10243** Washington Park
- **10244** Lake Washington Boulevard

ELEMENTARY LEVEL ESSAY

- ELEMENTARY ESSAY #1: "Olmsted Parks in Seattle"

RELEVANT 520HISTORY.ORG PAGES

- The Olmsted Plan
- Washington Park
- Lake Washington Boulevard
- Montlake Boulevard
- The University of Washington Campus
- Contact, Construction, and Change

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ADDITIONAL ONLINE RESOURCES

- OlmstedOnline.org is a resource website that includes documents, plans, and maps and secondary sources, including related publications and articles.
- [Seattle Parks and Recreation's Don Sherwood Files](#)
- [Celebrating our Olmsted Legacy Olmsted Park Centennial 3/31/2003](#)
- [History of Seward Park/Friends of Seward Park](#)
- [Friends of Seattle's Olmsted Parks](#)
- [About King County \(elected officials\)](#)
- [Seattle.gov \(elected officials\)](#)
- [Alaska-Yukon-Pacific Exposition: Centennial 1909-2009: Curriculum developed by HistoryLink.org](#) that explores the A-Y-P and its impact on the region's development.



Intersection of Interlaken and Washington Park (later Lake Washington) boulevards, 1911. Photo by Webster & Stevens.

[Courtesy Seattle Municipal Archives, Item No. 29378.](#)

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ENVIRONMENTAL AND SUSTAINABILITY STANDARD

- Standard 2/The Natural and Built Environment: Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

GEOGRAPHY EALRS

- **3.2.1** Understands human interaction with the environment. Understands and analyzes how the environment has affected people and how the people have affected the environment in the past or present.
- **3.4.3** Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.

HISTORY EALR

- **4.2.1** Understands how individuals caused change in Washington State history.

SOCIAL STUDIES SKILLS EALRS

- **5.1.2** Evaluates the accuracy of primary and secondary sources.
- **5.2.1** Uses inquiry-based research: Understands how essential questions define the significance of researching an issue or event. (4th)
Creates and uses a research question to conduct research on an issue or event. (7th)
- **5.2.2** Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.
- **5.4.1** Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper, presentation, or classroom discussion.

- **5.4.2** Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source.

READING EALRS

- **1.3.2** Understand and apply content/academic vocabulary critical to the meaning of the text. Use new vocabulary in oral and written communication and content/academic text.
- **2.1.3** State the main idea of an informational/expository text passage and provide three or more text-based details that support it.
- **2.1.5** Use text and prior knowledge to make, confirm, or revise inferences and predictions.
- **2.1.6** Generate and answer questions before, during, and after reading.
- **2.1.7** Summarize the events, information, or ideas in an informational/expository text.
- **2.2.1** Explain ideas or events in sequential order.
- **2.3.1** Compare and contrast information written in different genres/formats.
- **2.4.1** Apply the skills of drawing a conclusion, providing a response, and expressing insights to informational text. Draw conclusions from text, citing text-based information to support conclusion. Give a personal response that demonstrates insights about text, using teacher-generated prompt.
- **2.4.3** Understand the difference between fact and opinion and provide evidence from text to support answer.
- **3.2.1** Understand information gained from reading to perform a specific task.

ELEMENTARY ESSAY #1



Volunteer Park, circa 1912. [Courtesy Museum of History & Industry.](#)

By the beginning of the 20th century Seattle had become a large city. In only 50 years, it had grown from a group of pioneer cabins to a city of nearly 100,000 people. Money earned from the Klondike Gold Rush had helped to build many new businesses and homes. Seattle was now one of the most important cities on the West Coast.

The people of Seattle and King County were very proud to live and work in an area surrounded by so much natural beauty. By 1903, the city had already established five major public parks --Den-ny, Kinnear, Volunteer, Washington, and Woodland. City leaders

wanted everyone to be able to enjoy the grand scenery and peaceful surroundings. Soon the Seattle City Council decided that there should be an even more complete set of parks for the growing city. They hired the Olmsted Brothers, a landscape architecture firm from Brookline, Massachusetts, to help plan the project. The Olmsteds were well-known in their field. Along with Frederick Law Olmsted Sr., they had developed several important parks, such as New York's Central Park, the Capitol grounds in Washington D.C., and Portland, Oregon's park system.

John Charles Olmsted was the firm's senior partner. He came to Seattle soon after he was hired to conduct a survey. He and his assistant, Percy Jones, explored the city by horse, trolley, foot, and boat. While he was away from his family, Olmsted often wrote letters to his wife Sophie and told her of the wonderful natural resources of this region. In his letters, he also described what he wanted the citizens of Seattle to be able to see and appreciate from different parts of the city. When he was done with his survey, Olmsted prepared a detailed plan for the park system of Seattle. He made sure to include all the points that he had written about in his letters home.

In his report, Olmsted urged the city to obtain as much land as possible. He wanted to make sure that it could be shared by all those who lived in, worked in, or visited Seattle. He wrote that it was key that this land be on or near every different body of water found within the city limits. He was afraid that all of the most valuable land would be purchased by wealthy persons to build their homes. Another important point he made in his report to the city was that

ELEMENTARY ESSAY #1

the parks should include playgrounds. Olmsted recommended that the city develop a park within one-half mile of every home in Seattle. He wanted young children and women with babies to have a park near their houses. He planned for outdoor equipment to be built in the parks for older boys and girls.

Olmsted told the city council that every park should be different. He designed each one to take advantage of the individual natural resources and views that he noticed when he selected the park location. The Olmsted park and boulevard system was planned so that the parks and boulevards would be connected along 20 miles of shoreline. This route included parks on Seattle's major lakes (Green Lake, Lake Washington, and Lake Union) as well as on Puget Sound. Olmsted also agreed with the city's plans for a ship canal that would lower the water in Lake Washington by several feet. He knew that this would create more shoreline land for parks.

Over a thirty-year time period, the Olmsted Brothers firm designed 37 parks and playfields for the City of Seattle. During this time, they also designed over 200 gardens for private property owners in the Northwest. Olmsted also designed the beautiful landscaping on the University of Washington campus for the 1909 world's fair held in Seattle – the Alaska-Yukon-Pacific Exposition. Visitors to the fair from all around the world were impressed by the beautiful scenery that surrounded the host city.

Today's citizens and visitors to Seattle have much to be grateful to the Olmsted Brothers for. Over 100 years ago, they thought ahead

for future generations and planned a system of parks and boulevards that lets everyone enjoy the amazing views of the mountains, water, and forests that surround our city.

This essay was developed using facts and terminology from the following HistoryLink.org essays:

- **1124** [Olmsted Parks in Seattle](#)
- **3290** [John Olmsted arrives in Seattle to design city parks on April 30, 1903.](#)
- **3490** [Seattle's Washington Park Arboretum is established on December 6, 1934](#)
- **7054** [Olmsted Park Plans for Seattle Cybertour](#)
- **8873** [Alaska-Yukon-Pacific-Exposition \(1909\)](#)
- **8939** [Regents of the University of Washington approve Olmsted's plan for the A-Y-P-E on May 17, 1907](#)

ELEMENTARY ESSAY #1

Advantage : a better chance, an edge

Boulevard : a wide street with trees down the middle or along the sides

Campus : land and buildings of a school

Conduct: do

Connected: joined

Current: now

Detailed : very specific

Individual: one; a single thing or person

Install: put in

Key: important

Landscape: the land that you can see from one viewpoint

Landscape Architectural Firm: a group of people who design landscape plans for the area around buildings and in open spaces and parks

Peaceful: calm

Pioneer: a person who comes first

Region: area

Route: a way to get somewhere, like a road or a trail

Scenery: a view, like a beautiful painting

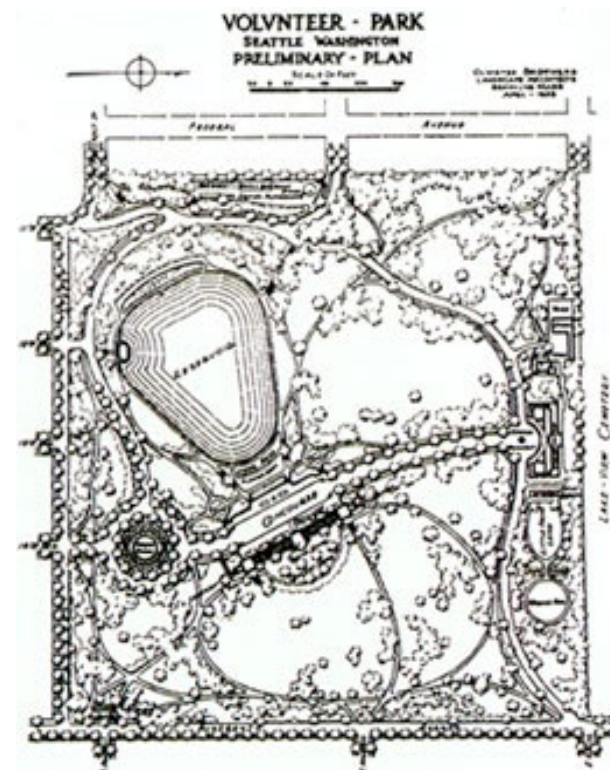
Senior: oldest

Surround: to be all around

Survey: a record of something

Trolley: a wheeled vehicle that carries passengers like a bus and runs on electricity

Valuable: worth a lot of money



Preliminary plan for Olmsted-designed Volunteer Park, Seattle.
Courtesy [Friends of Olmsted Parks](#)

“One of the most essential landscape features of Woodland Park is the woodland from which it derives its name. To the dwellers in the city, the woodland landscape is one of the most interesting and refreshing sorts as it forms a very complete contrast to all the ordinary city streets and squares and parks. As a matter of practical utility woodlands are very rarely created in public parks and if they exist on lands taken for public parks in the midst of a city, they are almost invariably revolutionized into a very smooth and somewhat unnatural and artificial appearing open grove of trees. In many cases where large numbers of visitors have to be accommodated on a small area, such a treatment of natural woods is entirely reasonable but in cases where the land is very rough and steep, the woods should be left in a more nearly wild condition, that is to say, with the natural undergrowth of shrubbery and wild flowers to be viewed from drives and walks upon which the public may pass without injury to the body of the woods. If visitors are to be allowed to range freely through a wild wood without regard to drives and paths, they will soon destroy most of the ground covering verdure and gradually injure, if not ruin the growth of the trees by trampling the earth bare and hard. I call attention to this matter thus briefly because it is not generally well understood why wild woods, although very beautiful are not commonly to be found in public parks in the midst of cities. There are very few persons having the slightest cultivation of taste in the direction of enjoyment of landscape, who do not appreciate and enjoy a beautiful natural woodland. All park designers appreciating this sort of natural beauty are anxious to preserve it in parks where they find it existing if the practical requirements of the case are found to warrant it.

In the case of Woodland Park, the wild beauty of the woods is very remarkable and every effort should be made to preserve it while making it conveniently accessible.”

Letter from John Charles Olmsted to the Board of Park Commissioners, January 8, 1908, Reel 96, 2694 Woodland Park, Olmsted Associates Papers, Library of Congress, Washington, D.C.

Woodland Park and the University grounds have the only fir woods in sight in that large district and the trees being about 200' high more or less they show up remarkably. When I was waiting for the car I saw Mt. Rainier very distinctly particularly with my “Feldschtecker” - field glass. It is tremendous and being covered with snow looks at first like a cloud, on a clear day like today, with the sun low in the west striking it. It certainly is a grand sight. I wish I could have seen it yesterday from the center of the Exposition Grounds.

Field Notes, October 21, 1906, Olmsted Brothers Records, 0170-001, University of Washington Special Collections, Seattle, Washington

Olmsted Documents

"My work here agrees with me better than my work at home. I do some office work every morning and spend the afternoon poking around in the woods or streets which suits me to a dot.

The Mountain Ash is in full bloom and so is the Madrona. Its bark is very smooth when the old part falls off something as the sycamore does, & is a pale greenish scarlet verging toward salmon color. How's that for a color? ... I must remember to send you some bark."

John Charles Olmsted to Sophie Olmsted, May 16, 1903, John C. Charles Papers, Frances Loeb Library, Harvard Design School, Harvard University, Cambridge, Massachusetts

"I dictated all the morning again on the Portland report and was out all the afternoon north of the city this time with Jones. I got a glimpse of one end of Ravenna Park brook. It was lovely and dark and mossy banked. I took a snap of Jones on a log foot bridge. One of the posts supporting the hand rail was a live branch that had grown up into a tree."

John Charles Olmsted to Sophie Olmsted, May 22, 1903, John C. Charles Papers, Frances Loeb Library, Harvard Design School, Harvard University, Cambridge, Massachusetts

The mountains came out and the woods were perfectly delightful. I wished you were here with me to see such beauties of nature.

... Such a beautiful day in the woods! I can think of nothing else.

John Charles Olmsted to Sophie Olmsted, May 31, 1909, John C. Charles Papers, Frances Loeb Library, Harvard Design School, Harvard University, Cambridge, Massachusetts

I have had an enjoyable break in my routine of indoor work. I went out, by carriage, to the Country Club today with Mr. Dawson and Mr. Lancaster. We started at 7.40 & left about 2. It was a fine day – one of the finest we have had and we enjoyed the mountain views very much. Even Rainier was in full view & Mt. Baker – too. The woods were beautiful especially on a property that has been added to the club since I made my plan. Coming back we visited the Exposition Grounds and the mountain views there were very fine.

John Charles Olmsted to Sophie Olmsted, January 23, 1908, John C. Charles Papers, Frances Loeb Library, Harvard Design School, Harvard University, Cambridge, Massachusetts

"The scenic advantages of having a pleasure drive on the shore are probably greater at this portion of the parkway than at any other, because owing to the general trend of the shore being somewhat to the west of south, Mt. Rainier will be more continuously in view than will be the case from most of the Lake Washington Parkway north of Bailey Peninsula. Another great advantage of keeping the parkway on the shore is that it will afford continuous frontage upon the lake where residents of the city, especially those within convenient walking distance may promenade or rest, or picnic, or take boats with the fullest enjoyment of the lake and mountain scenery"

John C. Olmsted to J.M. Frink, January 8, 1909, Folder 8, Box 53, 5801-01, Sherwood Parks History Collection, Seattle Municipal Archives

"In designing a system of parks and parkways, the primary aim should be to secure and preserve for the use of the people as much as possible of these advantages of water and mountain views and of woodlands, well distributed and conveniently located. An ideal system would involve taking all the borders of the different bodies of water, except such as are needed or are likely to be needed hereafter for commerce, and to enlarge these fringes at convenient and suitable points, so as to include considerable bodies of woodland, as well as some fairly level land, which can be cleared and covered with grass for field sports and for the enjoyment of meadow scenery."

"Report of the Olmsted Brothers" in *Park Playgrounds and Boulevards of Seattle, Washington* (Seattle: The Pacific Press, 1909)

"The best things [about the Alaska-Yukon-Pacific Exposition grounds], from an artistic point of view, are the Olympic mountains, the Cascades, Mount Rainier and the two beautiful lakes. These are things that can not be matched anywhere else in the country. If the landscaping at the exposition has made the most of the natural beauties at hand, then it may be considered a success."

"John C. Olmsted Visits the Fair," *Seattle Post-Intelligencer*, May 29, 1909



Alaska bald eagle, ca. 1907.
Photo by Webster & Stevens, Courtesy Museum of History & Industry (MOHAI).
Image Number: 1983.10.13055



Aerial view of the Space Needle, Seattle, 1962.
Photo by Morley Studios, Courtesy Museum of History & Industry (MOHAI).
Image Number: 1987.59.131.61



Stand of old growth forest, Washington, 1911.
Photo by Darius Kinsey, Courtesy University Libraries: University of Washington Special Collections Division.
Order Number: KIN080



Alaska Building, ca. 1907.
Photo by Webster & Stevens, Courtesy Museum of History & Industry (MOHAI).
Image Number: 1983.10.7317.1



Pacific rhododendron plant, probably in Olympic National Park, date unknown.
Unknown Photographer, Courtesy National Park Service.



Elliott Bay and Mount Rainier from Magnolia, Seattle, 1956.
Photo by Josef Scaylea, Courtesy University Libraries: University of Washington Special Collections & Museum of History & Industry (MOHAI).
Image Number: 1993.20.277



Lake Washington Floating Bridge, n.d.
Unknown Photographer, Courtesy University Libraries: University of Washington Special Collections & Museum of History & Industry (MOHAI).
Image Number: SEA0936



Houseboat, Seattle, 1905.
Photo by Webster & Stevens, Courtesy of Museum of History & Industry (MOHAI).
Image Number: 1983.10.7356.3



Looking north toward south peak of Mount Rainier and Columbia Crest, with glacial formation, August 19, 1895.
Photo by Alvin H. Waite, Courtesy University Libraries: University of Washington Special Collections Division.
Order Number: WAT065



Orcas swimming, date unknown.
Unknown Photographer, Courtesy NOAA.



Snoqualmie Falls, ca. 1909.
Photo by Webster & Stevens, Courtesy Museum of History & Industry (MOHAI).
Image Number: 1983.10.PA24.70



Baker River Bridge (WA-105). State Route 20 spanning the Baker River - City of Concrete, Skagit County Built, 1917.
Unknown Photographer, Courtesy of Washington State Department of Transportation (WSDOT).



Olympic Mountains and Puget Sound, Seattle, August 1972.
Photo by Josef Scayle, Courtesy Museum of History & Industry (MOHAI).
Image Number: 1993.20.305



Looking southwest from Lake Washington Boulevard, 1914. Photo by Asahel Curtis. Courtesy University of Washington Special Collections, 31258.



Looking north from Lake Washington Boulevard in Washington Park. Courtesy University of Washington Special Collections, SEA2213.



View to northeast from Interlaken Boulevard, 1910. Photo by Webster & Stevens. Courtesy of MOHAI.



View across wading pond to lake in the distance, Volunteer Park, 1908. Photo by Webster & Stevens. Courtesy Seattle Municipal Archives, Item No. 30455



View to the west from the Water Tower at Volunteer Park, 1926. Courtesy of MOHAI, 1998.21.31



View of Washington Park from Montlake, May 1903. Photo by Olmsted Brothers. Courtesy Seattle Municipal Archives, 30528.



View south toward Husky Stadium from Foster Island, 2001. Courtesy Seattle Municipal Archives, 14639



View to the west across Volunteer Park Reservoir, 2013.



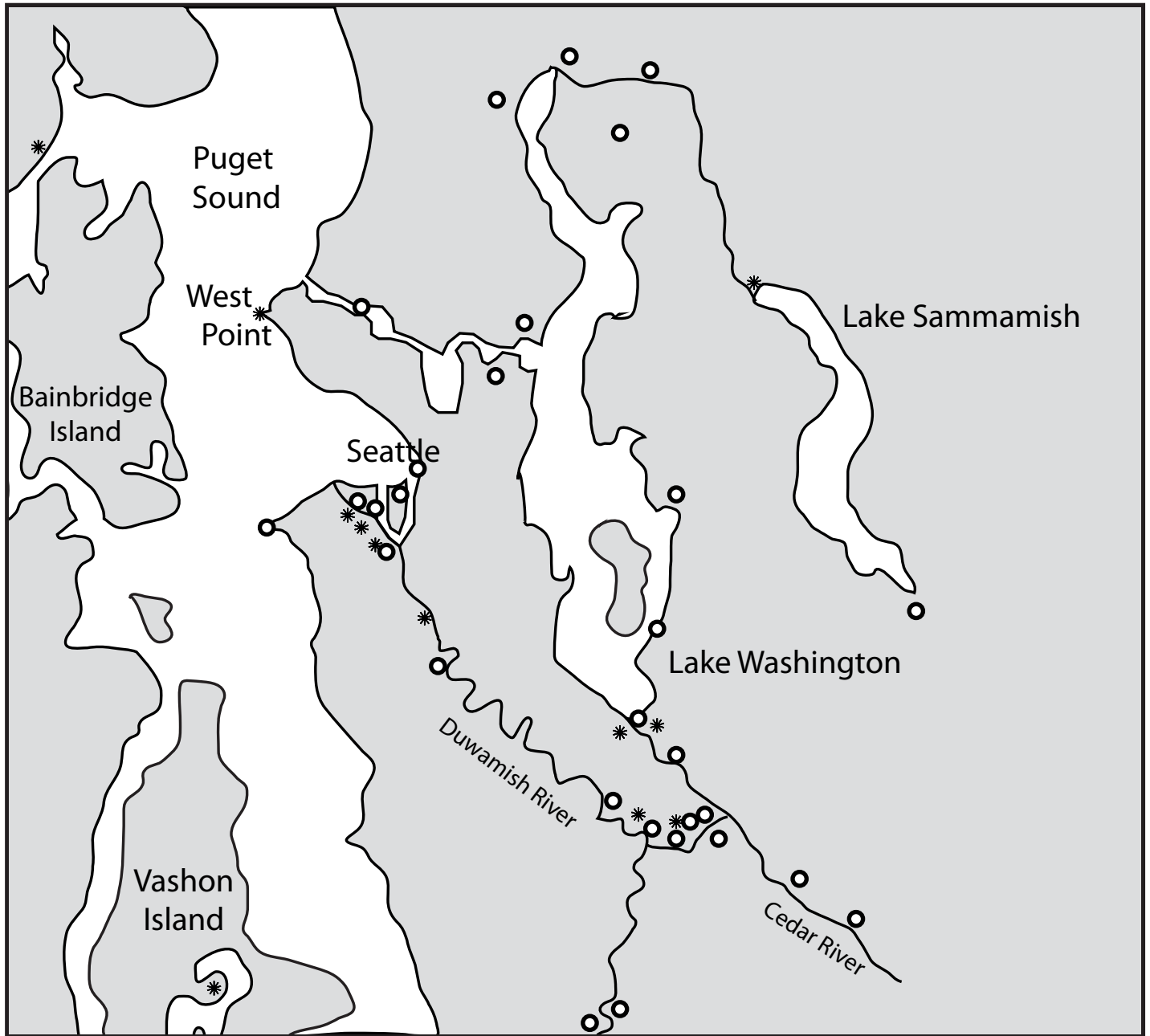
View to the southeast from Lake Washington Boulevard, 2013.



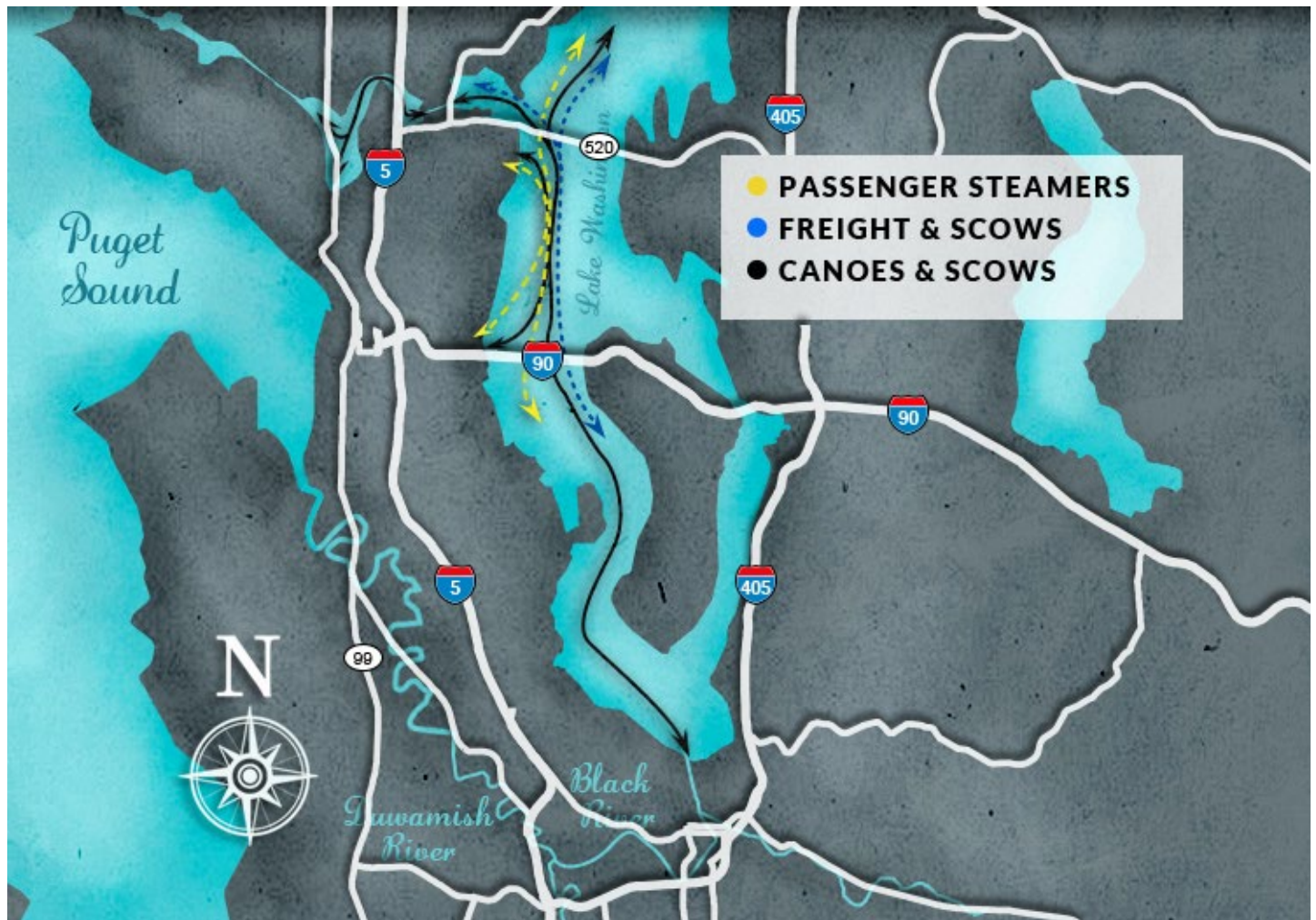
Washington Park Arboretum at SR 520 interchange, 2013.



Lake Washington area marked with Native American villages



Selected Place Names, Ethnographic Villages (○), and Archaeological Sites (*)



USING PRIMARY AND SECONDARY SOURCES AS TOOLS FOR FINDING INTERESTING HISTORICAL DETAILS ABOUT YOUR CITY OR NEIGHBORHOOD

MAPS

John Charles Olmsted wanted his park and boulevard system to touch every body of water in the Seattle area. Using the Olmsted Park map that is included in this unit (MAP #1), identify which bodies of water border which Olmsted parks.

	PUGET SOUND	LAKE UNION	LAKE WASHINGTON	GREEN LAKE
SUNSET HILL PARK				
GREEN LAKE PARK				
RAVENNA/ COWEN PARK				
MAGNOLIA BLUFF				
MADRONA PARK				
FRINK PARK				
COLMAN PARK				
SEWARD PARK				
LINCOLN PARK				
MOUNT BAKER PARK				

DOCUMENTS /LETTERS/PERSONAL CORRESPONDENCE

When John C. Olmsted was in Seattle planning the park and boulevard system, he wrote letters home to his wife Sophie every day. He also talked to newspaper reporters and wrote official reports. He often described special qualities about Seattle that he wanted to be sure that residents and visitors could see from the parks. Using the primary sources that are included with this unit, DOCUMENTS #1: OLMSTED DOCUMENTS, list four of the natural resources of Seattle that John Olmsted wrote about in the letters to his wife or in his survey reports?

- 1.
- 2.
- 3.
- 4.

PHOTOGRAPHS: Activity #1

Historians often use photographs to learn more about a specific person, event, or period of time. Review the photographs that are included with this unit (PHOTOS #1) and identify the natural resources in each photograph that the people of Seattle were most proud at the turn of the century.

PHOTO 1	
PHOTO 2	
PHOTO 3	
PHOTO 4	
PHOTO 5	
PHOTO 6	
PHOTO 7	
PHOTO 8	

WORKSHEET # 2

520HISTORY.ORG

GEOGRAPHY GRADE 4 AND GRADE 7

PHOTOGRAPHS: Activity #2

After the Olmsted Brothers firm was hired to plan Seattle's park system, John Charles Olmsted conducted a survey of the city. He wanted residents and visitors to be able to view and appreciate the amazing natural resources that this area had to offer from the park and boulevard sites that he chose. Look at the set of photos that are included with this unit (PHOTOS #3), study the historical photo of each Park, and identify what it was that Olmsted wanted visitors to see from this site.

VOLUNTEER PARK	
SEWARD PARK	
LAKE WASHINGTON BOULEVARD	
INTERLAKEN BOULEVARD	

PHOTOGRAPHS: Activity #3

Using the same set of photographs (PHOTOS #3), study the current photo of each Park and identify what changes there are to the original views from this park. Are the changes human-made or natural? Do you think Olmsted would have selected this site if this is what he saw in 1903?

VOLUNTEER PARK	
SEWARD PARK	
LAKE WASHINGTON BOULEVARD	
INTERLAKEN BOULEVARD	